

Education YES! – A Yardstick for Excellent Schools

School Self-Assessment Instrument

for the
Measures of School Performance

State of Michigan Board of Education
Standards for Accreditation

School Self-Assessment

- Indicators of Engagement
- Indicators of Instructional Quality
- Indicators of Learning Opportunities

School Self-Assessment

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1 CURRICULUM ALIGNMENT

DEFINITION: Schools will measure their work toward curriculum alignment in the school and across the district. Attention will be paid to the local curriculum standards for learning, problem solving and decision-making to give students the tools necessary to succeed in the Information Age.

DESCRIPTION: The school has written curriculum, assessed curriculum and taught curriculum aligned with the Michigan Curriculum Framework in all four core content areas. This alignment includes the Content Standards, Teaching and Learning Standards and Assessment Standards as required in the Michigan Curriculum Framework.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	1.1 WRITTEN CURRICULUM	<p style="text-align: center;">[]</p> <p>The school has current written curriculum that is evidenced by:</p> <p>A. Alignment to the <u>Michigan Curriculum Framework</u> in the four core academic content areas: Math, Language Arts, Science and Social Studies</p> <p>B. Grade level/course standards and benchmarks for all core courses, cross-referenced to the <u>Michigan Curriculum Framework</u></p> <p>C. Progress made toward alignment of the other content areas (fine arts, career and employability, technology, world languages, health education, physical education) as described in the <u>Michigan Curriculum Framework</u></p>	<p style="text-align: center;">[]</p> <p>The school meets A and B in all four of the core content areas</p>	<p style="text-align: center;">[]</p> <p>The school meets A and B in 1 to 3 core content areas</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	1.2 ASSESSED CURRICULUM	<p style="text-align: center;">[]</p> <p>The school has an assessment system as evidenced by:</p> <p>A. An aligned plan or calendar for all standardized assessments including Michigan Educational Assessment Program, local and classroom level</p> <p>B. Classroom assessments that are linked to the four core academic content areas: Math, Language Arts, Science and Social Studies and assessed at the levels (depth) specified in the <u>Michigan Curriculum Framework Assessment Standards</u></p> <p>C. Common grade level or course assessment instruments in addition to Michigan Educational Assessment Program, for the four core academic content areas: Math, Language Arts, Science and Social Studies</p> <p><i>Examples: assessment schedules and grade level or course assessments</i></p>	<p style="text-align: center;">[]</p> <p>The school meets A and either B or C</p>	<p style="text-align: center;">[]</p> <p>This school meets A</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	1.3 TAUGHT CURRICULUM	<p style="text-align: center;">[]</p> <p>The school has a process to monitor the teachers' adherence to the aligned, written and assessed curriculum alignment components 1.1 and 1.2 as evidenced by:</p> <p>A. Processes to support staff collaboration focusing on teaching and assessing the written curriculum to improve student learning <i>Examples for A: records of ongoing staff collaboration and reflection on the linkage of taught curriculum to the written curriculum, professional goals; grade level/department meeting agendas, lesson/unit plans or curriculum maps linked to written curriculum and assessments, teacher evaluations/observation checklists documenting adherence to curriculum</i></p> <p>B. Lesson/unit planning and instructional delivery in all four core academic areas: Math, Language Arts, Science and Social Studies target the appropriate <u>Teaching and Learning Standards</u> in the <u>Michigan Curriculum Framework</u> to align with the written and assessed curriculum <i>Examples for B: written curriculum, lesson/unit plans, department instruction plans</i></p> <p>C. The aligned classroom assessment results are used to determine if the curriculum is taught as written <i>Examples for C: classroom assessments, aggregate assessment results, assessment analysis reports</i></p>	<p style="text-align: center;">[]</p> <p>The school meets 2 of A through C</p>	<p style="text-align: center;">[]</p> <p>The school meets 1 of A through C</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

2 CONTINUOUS IMPROVEMENT

DEFINITION: This indicator will recognize programs that have a focus on continuous improvement, including monitoring of improvement activities, support provided through professional development, visitation by peer reviewers and/or other continuous improvement processes.

DESCRIPTION: The school actively engages in a data-driven continuous improvement process. The continuous improvement process is focused on teaching and learning and is communicated to all stakeholders.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	2.1 LEARNING COMMUNITY	<p style="text-align: center;">[]</p> <p>The school's culture is one of learning and continuous improvement as evidenced by:</p> <p>A. The involvement of stakeholders in problem solving/decision-making <i>Examples for A: improvement projects, interview processes, learning teams and developing procedures (required by Public Act 25 and Elementary and Secondary Education Act)</i></p> <p>B. Yearly goals for school improvement as reported in the School's <u>Annual Report</u> (required by Public Act 25)</p> <p>C. The allocation of resources in support of school improvement goals <i>Examples for C: curriculum, professional development, release time, teacher mentoring, leadership training (required for designated Title I Schools in school improvement or corrective action status)</i></p> <p>D. Shared leadership of programs, processes and projects <i>Examples for D: action, improvement or strategic plans</i></p> <p>E. Professional activities that engage all staff in continuous learning of best research based practices</p>	<p style="text-align: center;">[]</p> <p>The school meets A, B, C and either D or E</p>	<p style="text-align: center;">[]</p> <p>The school meets A and B</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	2.2 DEFINED PROCESS FOR CONTINUOUS IMPROVEMENT	<p style="text-align: center;">[]</p> <p>The school has a continuous improvement process that focuses on student academic achievement as evidenced by:</p> <ul style="list-style-type: none"> A. Shared vision, mission, values and beliefs B. Measurable academic goals C. Data collection and analysis D. Action plan including a professional development action plan E. Monitoring and evaluation <p><i>Examples: School Improvement Plan, North Central Accreditation, summary of data collected (surveys, portfolios, test scores, report cards, etc.), <u>Annual Report</u>, minutes from meetings</i></p>	[]	[]	[]
			The school meets at least 3 of A through E	The school meets at least 1 of A through E	No Evidence
		A.			
		B.			
		C.			
		D.			
		E.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	2.3 GUIDANCE AND FEEDBACK FOR THE IMPROVEMENT PROCESS	<p style="text-align: center;">[]</p> <p>The school continually evaluates the improvement process as evidenced by:</p> <ul style="list-style-type: none"> A. Collecting and analyzing quantitative and qualitative data surrounding student achievement and school process data B. Setting and/or modifying improvement goals based on the documentation of need C. Seeking feedback annually from stakeholder groups about the effectiveness of the school improvement process D. Conducting an external (outside of building) peer review at least once every three years <p><i>Examples: summaries of data collection, committee membership lists, documentation of external and internal peer reviews, changes to the process, intra-district review, inter-district review, North Central Accreditation, Baldrige, International Organization for Standardization Compliance Audit, Title I On-site Review Process</i></p>	<p style="text-align: center;">[]</p> <p>The school meets at least 2 of A through D</p>	<p style="text-align: center;">[]</p> <p>The school meets at least 1 of A through D</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C			
		D.			

3 PERFORMANCE MANAGEMENT SYSTEMS

DEFINITION: Schools will be recognized for systems that let them know whether each student has attained critical skills. Schools will be encouraged to use these systems to follow the progress of particular groups such as economically disadvantaged students.

DESCRIPTION: The school/district consistently collects, analyzes and uses data in order to improve student achievement. Performance Management Systems are designed to ensure that the proper information and data is readily accessible to staff. The systems are designed to ensure data-driven decision-making in curriculum alignment, instruction, assessment and continuous improvement to promote student achievement.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	3.1 DATA COLLECTION	[]	[]	[]	[]
		<p>A. The school has a system to collect, store and retrieve data. This includes Michigan Educational Assessment Program data, as well as additional outcome data. The school collects outcome data from at least 2 additional sources. Sources of outcome data should include instruments at state, local and classroom levels. Optional national sources of data are encouraged <i>Examples for A: norm-referenced and criterion-referenced tests, classroom assessments, district assessments, performance portfolios, State required data such as graduation/dropout rates, attendance and discipline records, MEAP district level/classroom level data</i></p> <p>B. The school collects the following demographic data (student characteristics): gender, students with disabilities (special education), economically disadvantaged, English as a Second Language learners and race/ethnicity <i>Examples for B: migrant status, mobility</i></p> <p>C. The school collects the following school process data as required by <u>Public Act 25</u>, Single Record Student Database and the School Safety Practices Report <i>Examples for C such as: percentage of parents attending Parent/Teacher/Student conferences, professional development hours by teacher, teacher quality (qualifications/certifications), student attendance and graduation (if applicable)</i></p> <p>D. The school also collects data on at least 3 additional school processes <i>Examples for D: measures that describe what is being done to get results such as time on task, student surveys, alignment documents, curriculum map, percentage of parents attending open house, parent surveys, staff professional development feedback, classroom observation data, teacher logs, action research results</i></p>	<p>The school collects Michigan Educational Assessment Program data and required demographic and process data</p> <p>In addition, the school collects outcome data from at least 1 additional source</p> <p>The school also collects data on at least 1 additional process</p>	<p>The school collects Michigan Educational Assessment Program data and required demographic and process data</p>	<p>No Evidence</p>
		A. MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM:			
		A. Additional Outcome Data 1:			
		A. Additional Outcome Data 2:			
		B. Required Demographic Data:			
		C. Required Process Data:			
		D. Additional Process Data 1:			
		D. Additional Process Data 2:			
		D. Additional Process Data 3:			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	3.2 DATA ANALYSIS	<p style="text-align: center;">[]</p> <p>The school/district disaggregates and analyzes data as evidenced by:</p> <p>A. Availability of all individual student results in each of the four core content areas: Math, Language Arts, Science and Social Studies for use by staff and parents</p> <p>B. Visual representations of data that organize, analyze and communicate the information</p> <p>C. Comparisons of school data to local, state and national data</p> <p>D. Cross-sectional (4th grade in 2001 to 4th grade in 2002) and longitudinal (same students over time) comparisons</p>	<p style="text-align: center;">[]</p> <p>The school/district meets at least 2 of A through D</p>	<p style="text-align: center;">[]</p> <p>The school/district meets at least 1 of A through D</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	3.3 DATA USE AND ACCESSIBILITY	<p align="center">[]</p> <p>The school has a system to allow access to outcome, demographic and process data that is used to monitor, communicate and improve individual and aggregate student learning as evidenced by:</p> <p>A. Communication of student progress data to students, staff, parents and community in appropriate forms. <i>Examples for A: Standards based report cards and progress reports, internet access to student progress reports</i></p> <p>B. A data driven plan for School Improvement <i>Examples of B: School improvement goals based on documentation of need</i></p> <p>C. Professional development based on student achievement data <i>Examples of C: Professional development plans based on documentation of need</i></p> <p>D. Adjustments/refinements to curriculum <i>Examples of D: use of data such as gap/item analysis results to make informed curriculum decisions, curriculum mapping</i></p> <p>E. Adjustments in classroom instructional practice based on data <i>Examples of E: use of gap/item analysis to develop instructional strategies, learning styles inventories, differentiated instruction</i></p>	<p align="center">[]</p> <p>The school/district meets at least 3 of A through E</p>	<p align="center">[]</p> <p>The school/district meets at least 1 of A through E</p>	<p align="center">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			

4 TEACHER QUALITY AND PROFESSIONAL DEVELOPMENT

DEFINITION: The teacher quality indicator will measure both the preparation of teachers for their assignment and professional development that schools undertake to implement the school's improvement plan. This indicator will align with the provisions of the federal "No Child Left Behind Act." Special attention will be paid to teacher preparedness to use the tools of the Information Age to enhance teaching and learning.

DESCRIPTION: Teacher Quality and Professional Development encompass the programs and processes implemented to assist instructional staff throughout their careers in supporting student achievement.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	4.1 INSTRUCTIONAL STAFF QUALIFICATION	<p style="text-align: center;">[]</p> <p>The school's professional and para-professional instructional staff are qualified as outlined in <u>No Child Left Behind</u> for the areas in which they teach/work as evidenced by certificates, degrees, competency test results and endorsements</p>	<p style="text-align: center;">[]</p> <p>At least 80% of staff are qualified and there is a plan to assure that 100% of staff are qualified</p>	<p style="text-align: center;">[]</p> <p>At least 40% of staff are qualified and there is a plan to assure that 100% of staff are qualified</p>	<p style="text-align: center;">[]</p> <p>Less than 40% of staff are qualified</p>
		Evidence:			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	4.2 TEACHER DEVELOPMENT	<p style="text-align: center;">[]</p> <p>The school has a comprehensive plan for quality professional development as evidenced by:</p> <ul style="list-style-type: none"> A. Data-driven and content-centered plan that supports the school improvement plan B. Research-based instructional practices C. Inclusion of instruction in the tools of the Information Age to enhance teaching and learning D. Integration of technology into instructional practices E. Alignment with the State <u>Michigan Curriculum Framework</u> and/or <u>National Council of Staff Development Professional Development Standards</u> 	[] The school plan includes at least 3 of A through E	[] The school plan includes at least 2 of A through E	[] No Evidence
		A.			
		B.			
		C.			
		D.			
		E.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	4.3 SUPPORT AND SUSTAINABILITY	<p style="text-align: center;">[]</p> <p>The school supports and sustains professional development as evidenced by:</p> <p>A. Teacher induction and mentoring programs, including individual development plans for new teachers as outlined in the <u>State School Aid Act New Teacher Requirements</u></p> <p>B. Evaluation of professional development that includes data related to knowledge gained by participants, the level of implementation and impact on student learning</p> <p>C. Documentation of the allocation of resources in support of professional development, including time and availability of appropriate Information Age technology</p> <p><i>Examples: teacher mentoring, training logs, teacher training syllabi, surveys, teacher observations</i></p>	<p style="text-align: center;">[]</p> <p>The school meets A and at least 1 of B or C</p>	<p style="text-align: center;">[]</p> <p>The school meets A</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

5 ARTS EDUCATION AND HUMANITIES FOR ALL STUDENTS

DEFINITION: Schools will be given credit for providing all children with a foundation in the arts; for offering ongoing education in music, drama, dance, and the visual arts; and for affording opportunities for high levels of achievement in the arts. This indicator will also encourage programs that enrich cultural life by promoting knowledge of human history, thought and culture (including social studies), the principles of America's political system of self-government and constitutional liberty and the classics.

DESCRIPTION: Schools/districts will provide all children with a foundation in the arts, opportunities for achievement in arts-related endeavors; and knowledge and appreciation for the contributions of diverse people and cultures.

		<i>Achievement Levels</i>			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	5.1 ARTS CURRICULUM	<p style="text-align: center;">[]</p> <p>The school/district has current written, taught and assessed Arts curriculum as evidenced by:</p> <ul style="list-style-type: none"> A. A sequential K-12 curriculum in at least 2 of the four Arts standards: music, visual arts, theatre and dance B. A process to align the Arts curriculum to the <u>Arts Standards and Benchmarks</u> in the <u>Michigan Curriculum Framework (MCF)</u> C. The <u>Humanities</u> (including the traditional, historical and contemporary contributions of diverse groups and cultures) are embedded in the Arts and core curriculum in areas such as Math, Language Arts, Social Studies D. The classics and other works of antiquity are included in the curriculum in areas such as Math, Language Arts, Social Studies, world languages, etc. 	<p style="text-align: center;">[]</p> <p>The school/district meets at least 2 of A through D</p>	<p style="text-align: center;">[]</p> <p>The school/district meets at least 1 of A through D</p>	<p style="text-align: center;">[]</p> <p>No evidence</p>
		A1.			
		A2.			
		B.			
		C.			
		D.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	5.2 ARTS PROGRAM	<p style="text-align: center;">[]</p> <p>The school/district has a planned program that develops student achievement in the Arts as evidenced by at least 8 of the following:</p> <ul style="list-style-type: none"> A. Identification of student needs and interests B. Goals C. Implementation processes D. Curricular integration E. Program coordination F. Verification of staff qualifications G. Professional development H. Partnerships with the local arts community I. Research-based instructional strategies J. Authentic assessment methods K. Sufficient instructional time L. Advanced courses, extended learning opportunities and test-out/credit for experience M. Resource allocation – human, financial and facility N. Program evaluation 	[]	[]	[]

		G.
		H.
		I.
		J.
		K.
		L.
		M.
		N.

6 EXTENDED LEARNING OPPORTUNITIES

DEFINITION: Schools will receive credit if early childhood programs are available for at-risk students in the district. Coordination between early childhood and kindergarten programs will be encouraged. At the upper elementary and middle school levels, extended learning opportunities can be provided before and after school. Other extended learning opportunities could be made available on weekends and/or through summer school and through virtual learning.

DESCRIPTION: The indicator focuses on extended learning opportunities for students academically at risk. This includes programs to address the needs of infants, toddlers, preschool and K-12 students. These programs provide opportunities for additional time on task to help students increase their performance levels with respect to the core academic curriculum.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	6.1 IDENTIFICATION, ACCESS AND PLANNING PROCESS	<p style="text-align: center;">[]</p> <p>The school/district identifies students who are academically at risk and matches them to appropriate extended learning opportunities as evidenced by:</p> <p>A. A variety of techniques are used to identify any academically at risk students <i>Examples for A: Educational Development Plans; 504 Plans, Individual Educational Plans, achievement data, attendance data, discipline data, Title I criteria, staff referrals, parent referrals</i></p> <p>B. A process to ensure that any academically at risk students have access to appropriate extended learning opportunities</p> <p>C. Extended learning opportunity programs are monitored for effectiveness and adjusted as needed</p>	<p style="text-align: center;">[]</p> <p>The school/district meets A and B</p>	<p style="text-align: center;">[]</p> <p>The school/district meets A</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	6.2 LEARNING OPPORTUNITIES	<p align="center">[]</p> <p>The district provides, and the school supports, extended learning opportunities for students academically at risk as evidenced by at least 5 of the following:</p> <ul style="list-style-type: none"> A. Availability of early childhood programs for at risk students in the district B. Coordination and communication of expectations for early childhood readiness with local pre-school and childcare programs C. Opportunities for students are available before school, after school, on weekends, or during summer D. Programs support the school/district aligned curriculum as appropriate E. Ongoing communication about student progress between the school staff and the extended learning staff F. Coordination and communication with other community-based organizations that serve children and youth G. Virtual and distance learning opportunities before and after normal school hours 	<p align="center">[]</p> <p>The school/district meets at least 4 of A through G</p>	<p align="center">[]</p> <p>The school/district meets at least 1 of A through G</p>	<p align="center">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			
		F.			
		G.			

7 ADVANCED COURSEWORK

DEFINITION: Advanced Coursework provides learning opportunities beyond the knowledge and skills mandated by the core curriculum frameworks. Schools will provide students with enrichment, accelerated learning and differentiated instruction.

DESCRIPTION: The school identifies the learning needs of students beyond the mandated core curriculum and provides opportunities that accelerate, enrich and differentiate learning opportunities.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	7.1 IDENTIFICATION, ACCESS AND GUIDANCE PROCESS	<p align="center">[]</p> <p>The school/district identifies students with advanced learning needs and matches them to appropriate opportunities for enriched or advanced learning as evidenced by:</p> <p>A. A variety of techniques to identify any students with advanced learning needs and talents <i>Examples for A: performances, talent development identification process, interest surveys, Educational Development Plans, achievement data, student participation data, annual individual learning plans for students that match student needs with advanced learning opportunities, comprehensive guidance programs</i></p> <p>B. A process to ensure that all students have equal access to advanced learning and talent development opportunities</p> <p>C. Support and guidance for students with advanced learning needs and talents</p>	<p align="center">[]</p> <p>The school/district meets A, and either B or C</p>	<p align="center">[]</p> <p>The school/district meets A</p>	<p align="center">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	7.2 ADAPTATIONS AND EXTENSIONS	<p style="text-align: center;">[]</p> <p>The school provides learning opportunities which respond to the diversity of learners as evidenced by at least 3 of the following:</p> <ul style="list-style-type: none"> A. A variety of curricular, instructional and assessment approaches B. Modification in the depth, breadth and pace of the instruction for individual learners C. Provision of classes/activities/courses that enrich or accelerate learning D. Partnerships with other schools, educational institutions and organizations <p><i>Examples: enrichment programs at all levels, lesson plans that specify extensions/enrichment, vertical team, cluster grouping, Odyssey of the Mind, book clubs, Accelerated Reader program, guided reading groups, exploratory classes at middle level, Advanced Placement (AP) courses, honors courses, independent study, mentoring, internships at middle and high school levels, senior projects, exhibitions, projects at all levels, dual enrollment, testing out, distance learning, career and technical centers</i></p>	<p style="text-align: center;">[]</p> <p>The school/district meets 2 of A through D</p>	<p style="text-align: center;">[]</p> <p>The school/district meets 1 of A through D</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			

8 FAMILY INVOLVEMENT

DEFINITION: This indicator will recognize a variety of forms of regular communication with parents (using both traditional and more modern channels) including voice mail, e-mail and web-based parent reporting. Schools will be asked to demonstrate ways that they reach out to involve every family in a significant and meaningful way.

DESCRIPTION: The school, using different forms of communication, actively reaches out to involve all families in their children's education to strengthen school/community relationships and family practices that promote student achievement.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	8.1 COMMUNICATION	<p style="text-align: center;">[]</p> <p>The school uses various strategies to regularly communicate between school families and the community as evidenced by 4 or more examples for both A and B:</p> <p>A. Regular and timely one-way information given to parents using diverse languages (if applicable) and modes of communication about school opportunities and their student's progress <i>Examples for A: District/school newsletters, calendar of events, parent notices regarding extended learning opportunities, printed materials, website, voice mail notifications, online homework updates</i></p> <p>B. Ample opportunities for two-way communication to dialogue with all sectors of families/community. <i>Examples for B: parent/teacher conferences, student-led conferences, phone logs, email exchanges, interactive school website, family or curriculum night, parent and/or student surveys, Title I Compacts</i></p>	[] The school has at least 2 examples for each of A and B	[] The school has at least 1 example for each of A and B	[] No Evidence
		A1.			
		A2.			
		A3.			
		A4.			
		B1.			
		B2.			
		B3.			
		B4.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	8.2 School and community relationships	<p align="center">[]</p> <p>The school collaborates with families and the community to build positive relationships that support student learning for all students as evidenced by at least 4 of the following:</p> <ul style="list-style-type: none"> A. Parent Teacher Association/Parent Teacher Organization programs for opportunities that promote family/student learning B. Coordination of student/family, school personnel and community support services C. Family participation in evaluation of community/school programs for the purpose of feedback D. Partnerships between school and community resources <i>Examples for D: corporate and nonprofit organizations</i> E. Staff, parents and community have a compact/contract to support academic progress F. Parent participation on School Improvement Teams G. Or other equivalent initiatives (other initiatives may be used only once to meet this criteria) 	<p align="center">[]</p> <p>The school meets at least 3 of A through G</p>	<p align="center">[]</p> <p>The school meets at least 1 of A through G</p>	<p align="center">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			
		F.			
		G.			

		<i>Achievement Levels</i>			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	8.3 FAMILY SUPPORT	<p style="text-align: center;">[]</p> <p>The school provides opportunities to participate in family programs that support student achievement as evidenced by 1 example for each of the following:</p> <p>A. Educational opportunities <i>Examples for A:</i> <i>Sessions related to ways parents can support student learning at home</i> <i>Staff development on family involvement</i> <i>Parenting classes that support student and family learning</i> <i>Conflict resolution training for students and adults</i></p> <p>B. Extra-curricular opportunities <i>Examples for B:</i> <i>Parent booster or support groups</i> <i>Family attendance at school functions and events</i></p> <p>C. Volunteer opportunities <i>Examples for C:</i> <i>Parent volunteer experiences for becoming actively engaged with students</i></p>	<p style="text-align: center;">[]</p> <p>The school has at least 1 example for each of A and B</p>	<p style="text-align: center;">[]</p> <p>The school has at least 1 example for one of A through C</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			

9 STUDENT ATTENDANCE AND DROPOUT RATE

DEFINITION: Student attendance will be a measurable indicator at the elementary and middle school levels. At the high school level, the dropout rate will be used for this purpose.

DESCRIPTION: The school/district has policies, procedures and programs to improve student attendance and reduce dropout rates.

		<i>Achievement Levels</i>			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	9.1 ATTENDANCE AND DROPOUT RATES	[]	[]	[]	[]
		A. Elementary and middle schools record and report their <u>attendance</u>	N/A	N/A	N/A
		B. High schools calculate and report their <u>graduation rate and dropout rate</u>			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	9.2 POLICIES AND PROCEDURES	<p style="text-align: center;">[]</p> <p>The school has a system for improvement of discipline and attendance (plus graduation and dropout rates in high school) as evidenced by:</p> <p>A. Written policies B. Written procedures C. A process to identify student needs that impact attendance D. Written discipline and attendance improvement plans (based on data impacting attendance and graduation such as truancy, mobility, at risk, failure in school, etc.) are periodically reviewed, evaluated and revised for increased effectiveness E. Communications between students, staff and parents</p>	<p style="text-align: center;">[]</p> <p>The school meets A and B and at least 1 of C, through E</p>	<p style="text-align: center;">[]</p> <p>The school meets criteria A and B</p>	<p style="text-align: center;">[]</p> <p>No evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	9.3 SCHOOL CLIMATE	<p align="center">[]</p> <p>The school has a supportive, student-centered climate that promotes student attendance and a safe, orderly environment as evidenced by A, B and C and at least 5 examples of D:</p> <p>A. A student code of conduct B. Compliance with the district Safe and Drug Free Schools and Communities Plan (Title IV of <u>No Child Left Behind</u>) C. School Safety Practices Report D. Other school climate initiatives</p> <p><i>Examples for D:</i> <i>A written and implemented positive behavior management system</i> <i>An active, on-going school climate committee</i> <i>Student involvement in decision-making, including student surveys</i> <i>Regular display of student work</i> <i>System to identify student needs that impact attendance</i> <i>Transition programs (grade-to-grade, building-to-building, home-to-school, school-to-work, program-to-program, etc.)</i> <i>Assistance programs for students with problems (i.e. physical, mental, health, social, family issues) that negatively impact attendance and behavior</i> <i>Coordination of school, family and community services: counselors, homebound teachers, probation officers, social workers and doctors</i> <i>Crisis intervention programs</i></p>	<p align="center">[]</p> <p>The school meets A, B and C and has at least 3 examples of D</p>	<p align="center">[]</p> <p>The school meets A, B and C and has at least 1 example of D</p>	<p align="center">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D1.			
		D2.			
		D3.			
		D4.			
		D5.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	9.4 STUDENT CONNECTEDNESS	<p style="text-align: center;">[]</p> <p>The school promotes healthy physical, emotional and social relationships to improve student attendance and dropout rates as evidenced by at least 6 different examples of the following types of programs:</p> <p><i>Examples:</i> <i>Tutoring programs</i> <i>Mentoring/buddy programs</i> <i>Extracurricular activities</i> <i>Teaming (students stay with same team for one year)</i> <i>Engaging/authentic instructional activities, including cooperative learning</i> <i>Life skills programs (i.e. anti-bullying, harassment, problem-solving, negotiation, conflict-resolution, teamwork, peer mediation)</i> <i>Career/employability programs (Career Pathways, service learning)</i> <i>Comprehensive Guidance and Counseling programs</i> <i>A comprehensive school health program</i></p>	<p style="text-align: center;">[]</p> <p>The school has at least 4 examples</p>	<p style="text-align: center;">[]</p> <p>The school has at least 1 example</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			

10 FOUR-YEAR EDUCATION AND EMPLOYMENT PLAN

DEFINITION: Schools will develop and use individual four-year education and employment plans for each student, whether they plan to attend college, other post-secondary education, the armed services, or enter the work force directly after high school. The purpose of the plan is to provide every student with an ongoing, and periodically updated, record of career planning to guide his or her choices.

DESCRIPTION: Schools/districts will develop and use a process to assist students in career awareness, exploration and planning, which results in the writing and the implementation of an Educational Development Plan.

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	10.1 CAREER AWARENESS AND EXPLORATION (GRADES K-12)	<p style="text-align: center;">[]</p> <p>The school regularly engages students in comprehensive career development as evidenced by at least 3 examples from each of the following areas (as applicable by school level):</p> <p>A. Career awareness/exploration opportunities and Career Pathways are embedded in the curriculum and aligned with the current <u>Career and Employability Standards and Benchmarks in Michigan Curriculum Framework</u> <i>Examples for A: project-based learning, authentic instruction, speakers, career focused field trips, career/job fairs, job shadowing, work-based learning, career games, curriculum guides and course syllabi</i></p> <p>B. Formal and informal self-assessments are used to guide decisions and support teaching and learning <i>Examples for B: authentic assessments, inventories, surveys (interests, skill, aptitude, personality, awareness), portfolios, projects, MOIS, My Dream Explorer, Teen Talent, Freeway, Work Keys, EXPLORE, PLAN</i></p> <p>C. (9-12 only) Transition activities from high school to a work/school environment <i>Examples for C: career credentialing, exit surveys and interviews, follow-up surveys</i></p>	<p style="text-align: center;">[]</p> <p>The school has at least 2 examples for each of the areas (as applicable)</p>	<p style="text-align: center;">[]</p> <p>The school has at least 1 example for each of the areas (as applicable)</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A1.			
		A2.			
		A3.			
		B1.			
		B2.			
		B3.			
		C1. (high schools only grades 9 – 12)			
		C2. (high schools only grades 9 – 12)			
		C3. (high schools only grades 9 – 12)			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	10.2 PREPARATION FOR EDUCATION DEVELOPMENT PLAN (GRADES 6-8 ONLY)	<p style="text-align: center;">[]</p> <p>The school has a clear process in place that engages students in developing initial Educational Development Plans before leaving the 8th grade as evidenced by:</p> <ul style="list-style-type: none"> A. Students are systematically informed of the purpose and process of developing an Educational Development Plan prior to exiting 8th grade B. Instructional experiences and research activities are designed and implemented to help students focus on writing the initial Educational Development Plans C. The Comprehensive Guidance and Counseling program supports the Educational Development Plan process D. Students exit eighth grade with a parent endorsed initial Educational Development Plan 	<p style="text-align: center;">[]</p> <p>The school meets D and 2 of A through C</p>	<p style="text-align: center;">[]</p> <p>The school meets D and 1 of A through C</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			

		<i>Achievement Levels</i>			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	10.3 IMPLEMENTATION OF THE EDUCATION DEVELOPMENT PLAN (GRADES 9-12 ONLY)	<p style="text-align: center;">[]</p> <p>The school has a defined process to implement and support an Educational Development Plan for all students as evidenced by A and at least 3 of B through E:</p> <p>A. Educational Development Plans are reviewed, updated and endorsed by parents at least annually</p> <p>B. Educational Development Plans encompass not only career goals, but also academic achievement, awards, honors, interests, work experience, demographic data and other items of personal importance to the student</p> <p>C. Student course selections are aligned to a current Educational Development Plan</p> <p>D. Curriculum and instruction reflect “real world” career connections for students</p> <p>E. Post-graduate follow-up survey data is used to refine the Educational Development Plan process</p>	<p style="text-align: center;">[]</p> <p>The school meets A and at least 2 of B through E</p>	<p style="text-align: center;">[]</p> <p>The school meets A and at least 1 of B through E</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			

11 SCHOOL FACILITIES

DEFINITION: School facilities will be inventoried through the School Infrastructure Database maintained by the Center for Educational Performance and Information. This indicator will identify areas where school facilities pose barriers to teaching, learning and embracing the Information Age.

DESCRIPTION: School facilities are designed, maintained, inventoried and utilized to ensure the health and safety of all persons. School facilities enhance learning and technology. The facilities embrace access and use of information and instructional technology.

		<i>Achievement Levels</i>			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
<i>Components</i>	11.1 INVENTORY	[] All required school facility data has been entered in the School Infrastructure Database (SID)	[] N/A	[] N/A	[] No Evidence
		Evidence:			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	11.2 PLANT OPERATIONS AND SAFETY	<p align="center">[]</p> <p>The school/district works to ensure the safety of all students and staff and that all plant systems (mechanical, electrical, heating, ventilation and water) meet all safety regulations and maintenance standards as defined by MIOSHA, OSHA, ADA, OCR and state and federal health departments as evidenced by:</p> <p>A. Written plans that are periodically reviewed by maintenance and other appropriate personnel</p> <p>B. A maintenance information management system</p> <p>C. Procedures to ensure the safety of all persons while on school property</p> <p>D. Emergency response procedures that are taught, practiced and reviewed at least annually</p> <p>E. Training on environmental, health and hazardous materials regulations and procedures</p> <p>F. Safe parking lot and vehicle/bus drop-off points</p> <p>G. Required safety signage is displayed</p>	<p>[]</p> <p>N/A</p>	<p>[]</p> <p>N/A</p>	<p>[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			
		F.			
		G.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	11.3 SUPPORT FOR TEACHING AND LEARNING	<p style="text-align: center;">[]</p> <p>School facilities are adequate and flexible in order to support teaching, learning and support services for students, staff and community as evidenced by A and at least 4 of B through F:</p> <p>A. Barrier-free access to all school property per ADA guidelines</p> <p>B. Ability to meet scheduling and learning needs <i>Examples for B: multi-age, teaming, block scheduling, etc.</i></p> <p>C. Rooms/laboratories are designed and dedicated for specialized programs <i>Examples for C: fine and performing arts rooms, science rooms, resource rooms, media center, physical education or other programs</i></p> <p>D. Rooms are available for community and parent programs</p> <p>E. Facilities for food services</p> <p>F. Playgrounds (elementary) and/or athletic fields (secondary)</p>	<p style="text-align: center;">[]</p> <p>The school meets A and at least 3 of B through F</p>	<p style="text-align: center;">[]</p> <p>The school meets A</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			
		E.			
		F.			

		Achievement Levels			
		Systematically and Consistently Meeting Criteria	Progressing Towards Criteria	Starting To Meet Criteria	Not Yet Meeting Criteria
Components	11.4 INFORMATION AND INSTRUCTIONAL TECHNOLOGY	<p style="text-align: center;">[]</p> <p>The school/district provides access to information and instructional technology as evidenced by:</p> <p>A. Written school/district technology plan</p> <p>B. Availability of technology support</p> <p>C. Internet access in all classrooms, media center and administrative offices</p> <p>D. Availability of other instructional technologies <i>Examples for D: computers, graphing calculators, video, etc.</i></p>	<p style="text-align: center;">[]</p> <p>The school/district meets A and at least one of B through D</p>	<p style="text-align: center;">[]</p> <p>The school/district is developing A</p>	<p style="text-align: center;">[]</p> <p>No Evidence</p>
		A.			
		B.			
		C.			
		D.			